Let X be the desired number, then

$$X = k e^{\mu} \epsilon_o^x m_e^{-2} m_p^{-1} c^y G^z$$
 ...(i)

Here k is a dimensionless constant and x, y, z and u are unknowns, whose value is to be obtained from the principle of homogeneity of dimensions. Now

$$[X] = M^0 L^0 T^1 Q^0$$
  
 $[e] = M^0 L^0 T^0 Q^1$   
 $[\epsilon_0] = M^{-1} L^{-3} T^2 Q$   
 $[C] = M^0 L T^{-1}$   
 $[G] = M^{-1} L^3 T^{-2}$ 

Substituting dimensions of parameters involved in equation (i), we get

$$M^0 L^0 T^1 Q^0 = Q^u [M^{-1} L^{-3} T^2 Q^2]^x M^{-2} M^{-1} (LT^{-1})^y (M^{-1} L^3 T^{-2})^z$$
  
=  $M^{-x-3-z} L^{-3x+y+3z} T^{2x-y+2z} Q^u + 2x$ 

From the principle of homogeneity of dimensions

$$-x-3-z=0$$
 ...(ii)  
 $-3x+y+3z=0$  ...(iii)  
 $2x-y-2z=1$  ...(iv)  
 $u+2x=0$  ...(v)

Solving eqns. (ii), (iii), (iv) and (v), we get

$$u = +4, \quad x = -2, \quad y = -3, \quad z = -1$$

$$x = ke^4 \epsilon_0^{-2} m_e^{-2} m_p^{-1} c^{-3} G^{-1}$$

$$x = \frac{ke^4}{\epsilon_0^2 m^2 m_e^{-3} G}$$

Experiments show that

or,

$$k = \frac{1}{16 \pi^2}$$

Hence, 
$$x = \frac{e^4}{16 \pi^2 \, \epsilon_0^2 \, m_e^2 \, m_p \, c^3 \, G} \, ,$$

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John S. Phillips, Cheryl Wistrom

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Algebra 2 Chapter 6 Resource Masters McGraw-Hill Staff, 2002-05

Physics Paul E. Tippens, 1999-12 Designed for the non calculus physics course taken **Engineering Education** ,1990 by those who are pursuing careers in science or engineering technology. This text is built about the use of examples with solutions designed to develop problem solving skills The Language of Physics Elizabeth Garber, 2012-12-06 This study began as an attempt to understand mechanics in the nineteenth century. The terms mechanics and mechanical world view were being used as general descriptions of nineteenth century physicists assumptions and interpretations of nature However there were no studies of the particulars of these assumptions or the range and content of these interpretations Rene Dugas work on classical mechanics focused on France The search for the particulars of these forms of mechanics led me to explore precisely what mechanics meant to physicists of a century and more ago However none of Lagrange's Hamilton's or Jacobi's mechanics while ele gant fits easily within the history of physics Lagrange reduced mechanics to an exercise in analysis Hamilton and Jacobi used mechanics to explore solutions to partial differential equations They were mathematicians doing mathematics As I went deeper into the matter it became obvious that in the nineteenth century there were two kinds of mechanics each containing a variety of forms one physical the other mathematical There were a group of men using mechanics to understand nature and another group using the equations of mechanics to explore the calculus However when tracing these two traditions back into the eighteenth century physics disappeared altogether Glencoe Algebra 1,2001

Lesson Plan Bklt Physics Zitzewitz,2001-09 Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of

Sciences, Institute of Medicine, 1998-03-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents Forthcoming Books Rose Arny, 2003

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